



INSTITUTO SUPERIOR DE EDUCAÇÃO
English Studies Centre

Simulation in Third Cycle English Language Teaching



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Trabalho científico apresentado por Sónia Maria Tavares Pereira ao Instituto Superior da Educação para obtenção do grau de Licenciatura em Estudos Ingleses sob orientação da professora Dianne H. Nisita, M.A.

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Dedication

To my dear daughter Carla Elsonita

Abstract

Many researchers have suggested simulation as a powerful tool to transpose the normal classroom into an authentic setting where language skills can be performed under more realistic conditions. This paper will outline the benefits of simulation in the classroom, provide additional topics to Third Cycle English Language National Syllabus to be discussed / simulated in the classroom and also provide two simulation lesson plans with samples for Capeverdean Third Cycle English Language Students.

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Introduction

According to Jones (1982), the simulation technique is rapidly increasing in popularity because it is ideally suited to language practice. A simulation is an event. It is not taught. The students become participants and shape the event. They have roles, functions, duties and responsibilities – as ecologists, kings, managers, survivors etc – within a structured situation involving problem solving and decision making.

Sturtridge (1981) argues that among classroom activities, simulation exercises rate highly as suitable vehicles to use in a communicative approach to language teaching. Used well, they can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners.

Because students become emotionally involved when they try to communicate personal thoughts, the types of activities used in the classroom play a vital part in the teaching of English language. Taking into account the importance of activities used in the classroom I decided to work on Simulation – an exciting productive and interesting way to learn English as a second language in the Third Cycle level.

This paper is divided into four chapters.

The Chapter I provides the background information about Simulation, as a communicative activity, to be discussed and simulated in Capeverdean Third Cycle English Language Classrooms.

The Chapter II analyses the Capeverdean Third Cycle Syllabus' topics and objectives and also suggests ten additional topics for Third Cycle English Language Students.

The Chapter III provides two Simulation lesson plans with samples about two of the topics suggested in the Chapter II.

Finally, the Chapter IV concludes the paper with suggestions and recommendations to the Third Cycle English Language National Syllabus.

This paper is essentially addressed to Capeverdean Third Cycle English Language teachers because, in my opinion, at this level learners are much more able to communicate in the classroom in English. Also as young adults this time they need an opportunity to express their feelings and opinions.

Simulation is an excellent opportunity to do this.

CHAPTER I

Background

1.1 Introduction

The continuing goal in teaching English is to help learners systematically to develop their power to talk and write effectively in a variety of situations and for many different purposes both in and out of school.

This chapter meets this goal by concentrating on simulation as an oral activity which naturally relates to the everyday communication needs of the learners now and in the future.

Combining real world situations with the traditional classroom experience, Simulations encourage students to practice their natural language skills by participating in situations that mimic real life situations.

The purpose of Chapter I is to outline the background information of simulation as a communicative approach.

Chapter I begins at 1.2 and 1.3 by formulating what simulation is and why use simulation in the classroom. Then, at 1.4 it focuses on criteria for choosing simulation topics followed by principles of developing, presenting and doing a simulation at 1.5.

Chapter I also describes the role of the teacher in a simulation at 1.6 and how she/he can deal with mistakes in a simulation at 1.7.

Finally, at 1.8 it describes the debriefing: the analytical discussion after the simulation.

1.2. What is simulation?

Herbert et al. (1977) define simulation as an activity in which a problem is discussed within a defined setting. According to Herbert et al. (1977: 23) “simulation involves quite a lot of preparation; it resembles a real life situation. It is a complex activity because of the way the participants have to interact. It is more than just a “fun” activity. It is motivating in itself, provides a test and feedback on communicative competence and helps to develop empathy between learners”.

The concept of simulation is also stated by Byrne (1988: 41) as “an excellent way of getting learners to use language in a meaningful way. Importantly, it teaches them to think of language, not just as something said but as something which is also accompanied by facial expressions, gestures and body movements of various kinds”.

Jones (1982) considers that all simulation contains three essential elements:

- a) Reality of function (this covers not only what the participants say and do, but also what they think)

- b) Simulated environment (the environment must be simulated, otherwise it is not a simulation)
- c) Structure (a structure built around some problem or problems, and the structure sufficiently explicit to preserve reality of function. The essential “facts” of the simulation must be provided, and not invented by the participants)

Jones (1982: 5) combines these three elements and defines simulation as “reality of function in a simulated and structured environment”.

1.3 Why use simulation in the classroom?

1.3.1 Promotes interaction in the classroom

Snyder and De Selms (1983) find that interactive – communicative activities let students develop self – worth and understand each other. Because simulation is an interactive activity which allows students to use the target language for communication, it may, according to Snyder and DeSelms, help students gain confidence in their interactions with one another when using the target language at the same time.

1.3.2 Promotes communication in the classroom

The most common view of simulations is that they provide a way of creating a rich communicative environment (a representation of reality) where students actively become a part of some real-world system and function according to predetermined roles as members of that group (Crookall & Oxford, 1990).

According to Jones (1982) simulations provide the participants with the mutual need to communicate. The need is inherent in the activity; it is not a teacher- directed need. The participants do not communicate in order to please the Controller or in order to learn language skills, but because of the duties inherent in their functions. On other hand he believes that communication in a simulation does not have to be successful to be beneficial. He thinks that failures are as desirable as successes. In simulations, generally, questions are more important than answers, and learning is more important than “success”.

“A simulation gives you the chance to use English you have learnt to achieve your communicative aims. Even though your English is not perfect, it is all you have and you must use it to communicate with people...” (Jones, 1983: 1).

Jones (1983: 2) states that “by getting immersed and involved in a long and quite complex activity like Simulation, you can stop worrying about whether your English is good enough and concentrate on just using it...”

Ur (1981) points out that the use of simulation has added a tremendous number of possibilities for communication practice. According to his opinion, in a simulation students are no longer limited to the kind of language used by learners in a classroom: they can be grandparents or children, authority figures or subordinates...etc.

1.3.3 Motivates the students

“Of all the reasons for using simulations in language teaching, motivation is one of the most important, and it is probably the most interesting. Motivation is inherent in a simulation. It is an integral part. It is something that it is added on by students; it is part of the structure of the Simulation (Jones, 1982: 10)”.

Sturtridge (1981) argues that Simulations deserve a more considered place within the teaching programme; they are more than just “fun” activities or the answers to the conversation class. They are motivating in themselves.... and help to develop empathy between learners.

1.3.4 As an icebreaker

As Jones (1982 : 12) states “A simulation is an event which helps students get to know one another, and helps the teacher get to know the students ... it can be used as an icebreaker at the beginning of a course or at the commencement of a new school year. A good simulation can break up the frosty silences...”

Jones (1982) also states that not all simulations are suitable icebreakers. He adds that some simulations are non interactive, and thus break no ice. Others involve a high proportion of written work, are highly subject oriented, and contain little interaction.

1.3.5 Brings the real world to the classroom

“The idea of Simulation is to create the pretence of a real life situation in the classroom. Thus, for example, we ask our students to pretend that they are at an airport, or we ask them to get together to organize a reunion. What we are trying to do, very artificially, is give the students practice in real world English, as it should be used in English speaking environments” (Harmer, 1983: 123).

Byrne (1988) points out that there are many things we do in the outside world in daily life which can be done just as naturally and with great profit in the classroom and suggests the use of simulation in the classroom as a way of doing this. He states that in the classroom we are not actually tourists nor are we at the airport suffering

from a cold, or in trouble with the police, but we can involve the learners in all these through pretence, that is, through Simulation.

According to Jones (1983) a simulation gives you the chance to use all your language skills within a complex activity, based on a real life situation.

1.4 Criteria for choosing the Simulation topics

1.4.1 Level of the students

According to Maley and Duff (1982) the level of an activity is determined rather by the students' ability than by the exercise itself. Maley and Duff believe that if an exercise is graded as elementary, it means that an elementary knowledge is sufficient to perform the activity. It does not mean that it is unsuitable for advanced students; far from it, advanced students will enjoy it at their own level. Maley and Duff conclude that the indication of level, therefore, is a guide to the minimum language requirements. The indication of level is not a definition of exclusive suitability.

1.4.2 Time available

As Jones (1982: 23) states "...an individual simulation should be allocated adequate time for the introduction, the action and the follow - up". Jones also states that there is a danger of teachers trying to squeeze too much simulation into too little time. He believes that it is better to allow too much time than too little. According to his opinion a good simulation contains so much language experience that it is quite easy for the extra time to be filled in.

1.4.3 Number of the students

Because simulations are complex, one very real problem we have to face is how to involve all of a class of thirty or more students (Byrne, 1988).

Byrne, (1987) argues that teachers can not give everybody in the class a speaking role, even if it is a quite small class of 25 students. He says that the simulation will become too long and too complicated.

Byrne, (1988) suggests two logical solutions to this problem:

- First: Treat a simulation as a group activity, i.e., have two or three groups doing the same thing
- Second: Structure the simulation in such a way that all the students are involved simultaneously – although in very different ways. For example by devising some roles with listening tasks.

According to Byrne (1987) there are four categories of participants in a simulation:

- Main speakers
- Minor speakers
- Reporters
- Audience

1.4.4 Space

Maley and Duff (1982) consider that the traditional arrangement of chair and table or desks works against the successful use of dramatic activities. According to their opinion, ideally the rooms should have no tables, and only a few chairs around the walls. They also state that if teachers can not change the layout of the room, they

should try to get another one; if this can not be done, teachers should get students to help them to shift furniture out of the way. Maley and Duff believe that, this may take time, but it is time well spent. They also suggest two reasons for “open space” in a simulation:

- First, to facilitate the movement
- Second, to be able to see who you are talking to, and to be able to move towards or away from him or her, to touch him or her or be touched.

Maley and Duff consider that the physical layout of the room reflects a psychological reality.

1.5 The main stages in developing, presenting and doing a simulation

According to Byrne (1988) Simulation is a relatively complex activity, both in terms of the support materials needed and the various stages that have to be gone through. Therefore, he suggests the following main stages in developing, presenting and doing a Simulation:

1.5.1 Construct the scenario

According to Byrne (1988) “construct the scenario” means define the problem and the settings.

For example the learner is given the information about a town and then told that a new motorway is to be built there. The learner has to discuss the best route for the new motorway (Sturbridge, 1981).

Di Pietro (1987: 41) states that “scenario is the key device in making the second language discourse strategic in the classroom. It lies at the heart of the strategic interaction discourse. Through it, students are led to create discourse in the target

language that embodies the drama of real life... When successful, the scenario promotes dramatic tension among the role players”.

1.5.2 Write or adopt appropriate support materials

Byrne (1988) argues that the materials must provide enough information to bring the problem and its setting alive for the students and enable them to perform their roles meaningfully.

1.5.3 Present the scenario to the whole class

The presentation of the scenario to the whole class should be after the appropriate background information. So, at this stage students might be given the general information about the topic to be simulated (Byrne, 1988).

1.5.4 Assign roles

According to Jones (1983) in most of the simulation the participants will be given a role to play but this does not mean that they have to be brilliant actors to succeed. They just have to behave as themselves in the situation of the simulation.

Jones (1983) also adds that the role information sheet gives each participant an outline of the role he or she is to play. However, all the details of the role will come from the students' own experience, ideas and personality, as well as from his or her interpretation of the background information.

Byrne (1988), on the other hand, suggests that when assigning the roles, teachers should take into account the personalities and skills of the students because some prefer to have major speaking roles, others quite minor roles, as themselves, and some students will be more effective in a “listening” role.

1.5.5 Ask the students to study the background information in detail and to develop their roles

Byrne (1988) suggests that at this stage teachers can get the students to work individually, in pairs or in groups.

Di Pietro (1987) suggests that the role groups should form circles so that they can build solidarity throughout the rehearsal period. He believes that the circle arrangement helps the students to shield themselves from discussions going on in the groups, so he argues that the easy way to make this arrangement is to have the groups form first and then distribute the roles.

According to Di Pietro (1987: 71) “the group must complete five tasks if the rehearsal phase is to be considered a success:

- Make certain that all group members clearly understand the charge given to them
- Understand the “ground rules”
- Consider all options open to realizing the goal and all possible reactions to these options by the other role.
- Participate in choosing one member of the group to perform the role during the performance phase
- Follow the steps that lead to a group decision of how to play the assigned role

The teacher is faced with four complementary tasks during the same phase:

- Observe the dynamics of the groups as they form and be prepared to form the groups if the students are unable to do so.
- Suggest options if the group appears to be stymied
- Be prepared to model utterances in the target languages as needed
- Give explanations as requested but do not make them lengthy”.

1.6 The role of the teacher in a simulation

Although a simulation is not taught, the teacher, as controller, is the most important person during the simulation (Jones, 1982).

According to Byrne (1988), in a simulation, because of its complexity, the teacher plays the role of a “controller” which requires much more involvement. So, he or she should note the following points:

- explain the idea of a simulation to the class
- Explain his/her role in the simulation
- Help as required at a pre-simulation stage, example, re-define or modify roles and assist with the interpretation of support materials.
- See, during the simulation, that everything goes smoothly.
- Lead the follow up discussion when the simulation is over.

Harmer (1983), on the other hand, suggests that during the simulation the teacher may act as a participant, that is to say as one of the people involved. The advantage of this is that it enables him to help the simulation along if it gets into difficulty. He also recommends that in this case the teacher should not dominate the activity.

1.7 What to do with mistakes in a simulation?

According to Ladousse (1987), more and more teachers are adhering to the view that mistakes are an integral part of the language learning process, and that an opportunity to make them in a free phase in any lesson ultimately enhances learning, rather than hinders it.

Therefore, he considers this to be an additional teaching method, rather than an alternative to walking round the classroom listening to students talking, and noting mistakes to be dealt with. After the simulation, the teacher can correct the mistakes immediately by eliciting the correct forms from the students, by writing them on the blackboard, or by providing some kind of remedial exercise.

Ladousse (1987) also recommends that whatever the procedure adopted, teachers should not let the considerations of errors stifle the role play/ simulation while it is in progress.

1.8 Debriefing: Analytical discussion after the simulation

Jones (1982) argues that debriefing is usually regarded as an event which immediately follows the action, or within the next few hours. This is the event on which the appraisal of the language and communication skills will depend, and impressions noted.

According to Jones (1983) debriefing gives the students a chance to assess their performance (as communicators, not as actors) and to decide what they need to learn to improve their performance. It is also an opportunity to compare the situation in the simulation with similar real life situation.

Ladousse (1987) suggests the following questions for debriefing:

- a. Who participated?
- b. Who did not?
- c. Why not?
- d. Who was very good?
- e. Who could have done better?

According to Jones (1982), a debriefing may focus attention on a general topic, such as the differences between formal and informal speech, or else highlight a point in the action which revealed some important linguistic aspects. At this point, he recommends that, even if, during the simulation, the controller made a very accurate record of mistakes of grammar and pronunciation, it is unwise to devote the debriefing to a recital of mistakes, because this can be very discouraging to the students, who may have felt that in practice they were communicating fairly effectively.

Jones (1982) adds that if, in the debriefing, the teacher concentrates almost entirely on mistakes, it is likely to make students reluctant to take part in future simulations, and make them apprehensive and inhibited in their language if they do participate further.

Ladousse (1987), on the other hand, argues that the teacher should insist on evaluation rather than criticism, and make sure that students talk about what went well before they get on to what went badly. He also suggests filming the simulation for debriefing stage. As he says "video is particularly useful for drawing attention to specific errors and misunderstandings, for analyzing interaction and highlighting the use of paralinguistic features" (Ladousse, 1987: 16).

"The debriefing can be conducted in the students' native language, or in the foreign language they are studying, or in bits of both, depending on the aims of the teacher and the circumstances. Usually, the debriefing will be in the foreign language, and will thus provide a natural continuation of the language used in the simulation" (Jones, 1982: 49).

CHAPTER II

The Third Cycle English Language Syllabus and Topic Choice

2.1 Introduction

The National Syllabus is the starting point for planning a school syllabus that meets the specific needs of individuals and group of pupils.

Starting with a review of the functions of a syllabus at 2.2, the Chapter II then analyses the Capeverdean Third Cycle English Language Syllabus at 2.3 (Topics suggested and objectives), and finally at 2.4 it suggests ten additional topics to the Third Cycle English Language National Syllabus to be discussed and simulated in the classroom.

2.2 The Role of the National Syllabus ¹

“The National Syllabus is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent.

In planning and teaching the National Syllabus, teachers are required to have due regard to the following principles:

- a) **Setting suitable learning challenges:** teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Syllabus sets out what the learners should be taught at each key stage.
- b) **Responding to students’ diverse learning needs:** when planning, teachers should set high expectations and provide opportunities for all pupils to achieve, by creating effective learning environments, securing their motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment approaches and setting targets for learning.
- c) **Overcoming potential barriers to learning and assessment for individuals and groups of pupils:** some pupils will have particular learning and assessment needs which go beyond the provisions described in sections a) and b) and, if not addressed could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special education needs or disability or may be linked to a student’s progress in second language learning.

¹ www.google.com – BEST – NC online Text – only English inclusion information. Htm

Without a proper syllabus pupils are in a grave danger of being exposed to vagueness of approach, unnecessary repetitions, aimless and shapeless lessons”.

2.3 The Third Cycle English Language Syllabus’ Topics and Objectives

According to the National Syllabus the general goals in the Third Cycle are to make the students consolidate, intensify and extend their knowledge about English language as a tool of communication and cultural expression and make the students develop their ability in English language use. Therefore, at the end of this cycle students should be able to:

- Use English language efficiently in their social interaction
- Use English language as a tool of work and research to extend their knowledge
- Describe, analyze and evaluate the main history aspects that explain the importance and the role of English language in the world.

To achieve all these goals the National Syllabus proposes the following topics for Third Cycle Students:

- English Language: Origin and Evolution;
- English Language Expansion: Sea expansion, Empire expansion and consolidation and Empire decline;
- American Influence after the World War II: Economic power, Political power, Media, Scientific and technological innovations, The social means of communication, and The Pop culture;
- English as a global language

In order to know the Third Cycle Students' opinion about the topics contained in the National Syllabus , I visited three secondary school classrooms from Praia (Escola Secundária Cónego Jacinto, Escola Secundária de Palmarejo and Escola Secundária "Amor de Deus") where, with the respective English teachers permission I explained the Third Cycle National Syllabus Topics and Objectives to Ninety Third Cycle Students (thirty students in each school) and also asked them to give their opinion and suggest additional topics they would like to discuss/ simulate in the classroom to be integrated into the National Syllabus.

In "**Escola Secundária Cónego Jacinto**" I interviewed thirty students (twenty eight students in one classroom plus two students from other classroom) and received thirty answers: nineteen answers from boys and eleven from girls.

Nineteen out of thirty students at that school agreed that the topics suggested by the National Syllabus are not motivating and do not enable a Capeverdean student to use the English language efficiently in their social interaction; seven students gave a positive opinion about the National Syllabus Topics and four had no opinion.

From this school, I received suggestions concerning thirty additional topics out of the thirty students interviewed and I realized that fifteen out of nineteen boys suggested similar topics such as Money, Films, Inventions and Discoveries and that nine out of eleven girls suggested topics related to Social Problems. (See Appendix 2.A)

In "**Escola Secundária de Palmarejo**" I also interviewed thirty students: eight boys and twenty two girls.

Twenty one out of thirty students agreed that the topics included in the National Syllabus are not enough to enable them communicate in English; nine agreed that those topics are important but not motivating.

At this school I also received thirty additional topic suggestions. Seventeen out of twenty two girls suggested topics such as: Women's Rights, Domestic Violence and Teacher's Role; six out of eight boys suggested topics related to Money, Environment and Cape Verde History. (See Appendix 2.B)

In "**Escola Secundária Amor de Deus**" I also interviewed thirty students (twenty six from one classroom and four from another classroom), of these thirteen were boys and seventeen were girls.

Ten out of seventeen girls suggested topics related to Cape Verde History, Social Problems and Family Breakdown; eleven out of thirteen boys suggested topics related to Social Problems such as Drugs and Street Children.

Fifteen out of thirty students interviewed agreed that the topics contained in the National Syllabus are not motivating and stated that at this level they also need topics which relate to their reality; nine gave no opinion and six agreed that the topics suggested are useful although not motivating for Capeverdean students. (See Appendix 2.C)

The total questionnaire results revealed that more than 50% of the interviewed students agreed that the topics of the National Syllabus for Third Cycle level are not motivating for Capeverdean English language students and 100% suggested additional topics to the National Syllabus to be discussed / simulated in the classroom.

2.4 Additional topics choice for Third Cycle Syllabus

Topic selection is very important for this level to effectively achieve the goals stated by Capeverdean National Syllabus.

Focusing on Third Cycle English Language Syllabus goal, among several topics suggested by Third Cycle English Language Students, the ten topics below are those most proposed to be included in the National Syllabus for discussion and simulations in the classroom.

Table 1 – Proposed Topics

TOPICS	A BRIEF DESCRIPTION OF EACH TOPIC	OBJECTIVES (At the end of this module students should be able to):
1 - Cape Verde: Colonization and Independence.	Cape Verde was dominated by Portugal for 500 years. During that period Capeverdean people were exploited and despised by the colonizers. They were even forbidden to express their own culture. However, thanks to some courageous people, such as Amilcar Cabral, on July 5 th , 1975 the Capeverdean people became independent.	<ul style="list-style-type: none"> - Know important facts related to their country - Recognize the importance of Capeverdean culture in the process of independence - Express their opinions about the topic.

2 – Education in Cape Verde	<p>Since the discovery of Cape Verde in the 14th century, till the end of 19th century, nobody had thought about education.</p> <p>With the independence, the education process in Cape Verde has been changing and improving day by day.</p>	<ul style="list-style-type: none"> - Describe the process of the development of education in Cape Verde. - Recognize the importance of being educated - Express their opinions about the topic
3 – Myths and Superstitions	<p>Capeverdean people are very superstitious. For example, they believe that at midday you should not express negative wishes against someone because in that moment malignant spirits are ready to act, therefore the negative wish can really be realized.</p>	<ul style="list-style-type: none"> - Identify different superstitions from different Cape Verde Islands/ - Identify the differences and similarities between Cape Verde and other country superstitions. - Express their opinions about the topic
4 – Teachers’ Role in Students Life	<p>The majority of teachers choose this career because they want to help others.</p> <p>Being a teacher means to accept the challenge of making the difference in someone’s life. This challenge can be fascinating and easy when students know and highlight the importance of their teachers.</p>	<ul style="list-style-type: none"> - Recognize the importance of teachers in students lives -Discuss respect for teachers - Discuss the big challenge teacher’s face in the society today.
5 – Money / The Consumer Society	<p>Many people believe that without money they cannot survive; others believe that money is not everything.</p> <p>However, we are in a consumer society. We need money (may be much money) to live well ... And the ones who don’t have enough money? How can they survive in this consumer society?</p>	<ul style="list-style-type: none"> - Recognize the importance of money in our society nowadays - Express opinions about the topic

6 – Love/ Marriage and The Family Breakdown	<p>Today, many people don't feel loved (wives, husbands, parents, children...) but love is essential in our life.</p> <p>Family breakdown is increasing day by day and children are the major victims. What is happening in our society?</p>	<ul style="list-style-type: none"> - Discuss the meaning of love - Recognize its importance in students life and family life - Contribute directly or indirectly to family happiness
7- The Environment	<p>Throughout the world we see examples of how wild life and nature are not only being destroyed but also constantly being attacked by man.</p> <p>The environment is being reduced day by day.</p>	<ul style="list-style-type: none"> - Understand how the environment can be polluted - Identify the causes and consequences of environment pollution - Recognize the importance of nature in human beings - Identify the animals and plants which are in danger of extinction - Do something to protect the environment - Express opinions about the consequences of environment pollution. - Suggest solutions to this problem
8 – Social Problems: <ul style="list-style-type: none"> - Drugs - STD / HIV - Street children - Early pregnancy - Domestic violence - Unemployment 	<p>Today in many parts of the world, societies are being affected by social problems: unemployment, drugs, domestic violence, etc.</p> <p>These social problems are destroying the young people's lives.</p> <p>What can be done to overcome these problems?</p>	<ul style="list-style-type: none"> - Identify social problems in students society: Its causes and consequences - Suggest solutions to these problems - Know how to deal / overcome these problems - Express opinions about the topic

9 - Human Rights	In spite of the UN Universal Declaration of Human Rights on June 25 th , 1945 many people see their rights being violated everyday.	<ul style="list-style-type: none"> - Identify situations of human rights violation in the world - Identify the causes and consequences of human rights violations - Suggest solutions to these problems - Express opinions about the topic
10 - Discoveries and Inventions	Since remote times, men have been inventing or discovering new things. Every thing which is used today was invented or discovered in any time. One of the most and first inventors was Leonardo Da Vinci, who wrote and drew pages and pages of eminent ideas. He foresaw things such as, airplane, war machines, bullet and optic instruments.	<ul style="list-style-type: none"> - Identify old and modern inventions - Talk about old and modern inventors - Recognize the importance of each invention for human beings: its advantages and disadvantages - Express opinions about past and future inventions

CHAPTER III

Two Simulation Lesson Plans with Samples for Third Cycle Students

3.1 Introduction

According to Di Pietro (1987:1) “students who are learning a new language using a strategic approach should be placed in situations like simulation. Unlike real life, however, they are given the opportunity to discuss their opinion and plan their strategies in groups (the rehearsal phase) before having to face the other part in the scenario (the performance phase)... Teacher preparation and teacher – student participation in each of the three phases of strategic interaction can be outlined as follows:

- **Pre - class preparation:** Teacher selects or creates appropriate scenario and prepares the necessary role cards.
- **Phase 1 (Rehearsal):** Students form groups and prepare agendas to fulfill the roles assigned to them. Teacher acts as adviser and guide to students groups as needed.
- **Phase 2 (Performance):** Students perform their roles with support of their respective groups while teacher and remainder of class look on.
- **Phase 3 (Debriefing):** Teacher leads the entire class in a discussion of the students’ performance.

Chapter III will provide two simulation lesson plans with samples for Third Cycle English Language Students about two of the topics suggested in the Chapter II:

- First, Social Problems (drugs)
- Second, Cape Verde: Colonization and Independence

LESSON PLAN # 1

This simulation is about drugs, that is, the causes and consequences of drug abuse by young people.

Topic: Social Problems (Drugs)

Title: Drugs Don't Work

Level: Third Cycle English Language Students

Time: Three classes (two classes for rehearsal phase and one class for performance and debriefing)

Aim: At the end of this lesson students should be able to express their opinion about drugs: their causes and consequences.

Functions: Expressing points of view, persuading, offering...

Organization: The whole class divided in groups:

- First group, people at a party
- Second group, the main character's parents
- Third group, the main character's teacher, classmates and psychologist

Materials: Tape recorder, guidelines, flashcards, role cards.

Procedure:

Phase 1: Rehearsal

N.B. At this phase students should have all the background information about the topic.

Step 1: Teacher asks students to organize in groups.

Step2: Teacher distributes guidelines to each group and talks through the situation to make sure everyone understood what is involved.

Step 3: Teacher distributes role cards or let students choose their own cards, or gives the cards out according to which roles fit which student.

Step 4: Teacher asks students to write a simulation about given guideline and helps students when necessary.

Step5: Students prepare for oral presentation.

Phase 2: Performance (probably 30 minutes)

Students simulate the topic.

Phase 3: Debriefing

When the simulation is finished, teacher brings the class together and conducts a debriefing session.

GUIDELINES FOR LESSON PLAN # 1

This simulation begins at a party where some young people are using and offering drugs to a boy who later becomes drug-addicted.

Scene 1: A boy is at a party dancing with his girl - friend. Suddenly, she leaves the party.

Scene 2: The boy is alone, crying and a group of “friends” try to “help” him by offering drugs. He accepts and becomes drug addicted.

Scene 3: The boy arrives home late and discusses with his parents, who were worried about his disappearance. His father sends him out.

Scene 4: The boy becomes a poor student and his teacher tries to help him.

Scene 5: The teacher takes the boy to a psychologist and finally he realizes that drugs really don’t work.

List of Characters

- **Leonildo** (the main Character) : A good boy
- **Iliana** (Leonildo’s girlfriend): A jealous girl
- **Madá** (Leonildo’s best friend): A kind girl
- **Indira, Edmilson, and Carlos:** Drug addicted people
- **Mother** (Leonildo’s mother): A zealous woman
- **Father** (Leonildo’s father): A radical man
- **Teacher** (Leonildo’s teacher): A caring woman
- **Students**(Leonildo’s classmates)
- **Psychologist:** A beautiful and kind woman

N.B. The following simulation sample was drafted with ideas from CT2 English language students from Cónego Jacinto High School.

Simulation sample for Lesson Plan # 1

TOPIC: Drugs Don't Work

Scene 1

(At the Party)

Leonildo is dancing with his girl-friend, Iliana, when his best friend invites him to dance.

Madá (to Leonildo): This party is really very nice. Would you like to dance with me?

Leonildo: Yes, of course. It would be a pleasure.

Iliana (to Leonildo): What is this Leonildo? What are you doing?

Leonildo: I am dancing, my darling.

Iliana: Do you think that is it normal??? Leaving me alone to dance to another girl?? Give me a break, Leonildo. We cannot go on like this. Please, forget me.
(Iliana leaves the party).

Scene 2

(At the party)

Leonildo is very sad. He is alone in a corner, crying. A group of "friends" decides to talk to him.

Indira (pointing to Leonildo): Who is there, guys?

Edmilson: I think it is Leonildo... And he looks sad.

Carlos: Let's talk to him.

Carlos (to Leonildo): Hi guy! What is up?

Leonildo: It is my girl-friend again ... and I think that this time there is no turning back... I cannot live without her. Please help me, my friends!!!

Carlos: Don't worry my friend. I have a solution to your problem ... I mean a solution to every problem.
(Carlos offers drugs to him)

Leonildo: What is this?

Carlos: This is a solution to all your problems. Try it ... try it ... come on ... You will be all right. It is very good.

Indira: Come on, Leonildo. Try, it. It is really very nice.
(Leonildo accepts and spends all night out)

Scene 3

(The next day at home)

It is 9 o'clock. Leonildo's parents are worried with his disappearance. Suddenly Leonildo enters the room staggering.

Mother (to Leonildo): My son!!! What happened? I was worried about your disappearance. Where were you? Where did you spend the night?

Leonildo (shouting to his mother): Stop mum!!! Go away and leave me alone. I am not a child. You are always trying to control my life.
 Now I am going to do what I want to do, not what you tell me to do.
 I want to be independent... Do you understand me???.... Do you understand me????

Father (shouting to Leonildo): Stop Leonildo!!! You cannot treat your mother like this. I do not accept this kind of behavior inside my house. If you are not a child **(Pointing to the door)** get out...out out of my house and my life.
(Leonildo arranges his clothes and leaves home)

Scene 4

(At school, two weeks later)

Leonildo is sleeping at the back of the classroom. Teacher enters but he doesn't notice.

Teacher: Good morning.

Students: Good morning.

Teacher: How are you today?

Students: Fine. And you teacher?

Teacher: I am fine too. Please sit down and write the date.

Teacher (to Leonildo): Why didn't you answer my good morning Leonildo?
(*Leonildo doesn't answer*)

Teacher: What is happening to you, Leonildo? I have noticed that you are not well these days. Do you have any problem?

Students: Yes, teacher. He is using drugs.

Teacher: What??? !!!! Drugs??? !!!! I don't believe it.
Please students, you are free today. You can go home. I need to talk to Leonildo.
(*The other students leave the classroom*)

Teacher (touching Leonildo): Tell me, my son. What is happening to you? I know you are a good boy. Please, trust me ... I promise I will help you.

Leonildo (crying): My colleagues are right teacher. I am really using drugs. I started two weeks ago, and now I cannot stop. My friends told me that it was very good... but it is not. It made me lose my best friends, my girl-friend, and even my parents. Please, help me teacher. I cannot live without them.

Teacher: Ok, Leonildo. Don't Cry. The main problem is already solved: You are conscious that you need help... Stand up ... Let's go to the hospital and look for a psychologist... I am sure you will overcome this problem.
(*Leonildo and his teacher go to the hospital*)

Scene 5

(*At the hospital*)

Leonildo and teacher: Good morning.

Psychologist: Good morning.

Psychologist (to Leonildo): Hello, boy. What can I do for you?

Leonildo (crying): Please, help me doctor. I don't want this life for me. I don't want drugs anymore. I want my friends, my girl-friend and my parents back. I want to be a happy boy again. Please help me... please.

Psychologist (touching Leonildo): Okay, my boy... relax... and pay attention to what I am going to tell you.
"Drugs are not the solution to any problem; on the contrary, they are big problems in people's lives. They make you feel down and unhappy; they make you lose people

who really love you. So, please repeat after me: DRUGS DON'T WORK and promise that you will never use them again.

Leonildo: DRUGS DON'T WORK... I will never use them again!!!

(Leonildo hugs his teacher and the doctor and they say aloud together: DRUGS DON'T WORK).

THE END!

LESSON PLAN # 2

This simulation explains the process of colonization and independence in Cape Verde.

Topic: Cape Verde: Colonization and Independence

Title: From Slavery to Freedom

Level: Third Cycle English Language Students

Time: Three classes (two classes for rehearsal phase and one class for performance and debriefing)

Aim: By the end of this lesson students will be able to:

- List important facts related to their country
- Describe the importance of Capeverdean culture in the process of independence
- Demonstrate the importance of Amilcar Cabral in the process of the independence of Cape Verde

Organization: The whole class divided in groups.

Materials: Tape recorder, guidelines, role cards, pictures ...

Procedure:

Warm - up: Teacher shows some photos of Cape Verde taken in the colonial period in order to prompt comments.

Phase 1: Rehearsal

N.B. In this phase students should have all the necessary background information about the topic which will enable them understand the problem and play their roles effectively.

Step 1: Teacher divides the class into two groups: colonizers and colonized people.

Step 2: Teacher subdivides the colonizers into three sub groups:

- The ones who discover Cape Verde

- The king and his servant
- The ones who are sent to Cape Verde to exploit it

Step3: Teacher subdivides the colonized people into four groups:

- Black people who are forced to work day and night
- Black women who involve with a white man
- Black people who are forbidden to express their culture
- The black people who are unhappy with their situation and decide to fight against colonizers.

Step 4: Teacher distributes the guidelines and the role cards to each group.

Step 5: Teacher asks students to discuss and prepare a simulation about the given guidelines.

Step 6: Teacher asks the groups to report back their decision to the whole class and helps students when necessary.

Step 7: Students prepare to perform the simulation.

Phase 2: Performance (probably 30 - 40 minutes)

Students simulate the topic.

Phase 3: Debriefing

When the simulation is finished, teacher brings the class together and conducts a debriefing session.

GUIDELINES FOR LESSON PLAN # 2

This simulation begins on the sea when Antonio da Noli and Diogo Gomes discover Cape Verde.

Part I- Discovery and Colonization

Scene 1: Diogo Gomes and António da Noli discover Cape Verde and inform the king.

Scene 2: The king sends some white men from Portugal to exploit Cape Verde.

Scene 3: The explorers arrive and despise Cape Verde.

Scene 4: Due to the lack of white women, a white man involves with black women and from these relationships begins the process of miscegenation in Cape Verde.

Scene 5: A group of black people is singing and dancing “batuque” when a white man arrives and despises their culture.

Part II – The Independence process

Scene 1: A black man is unhappy and advises Amilcar Cabral, the leader of the independence process, about their situation in Cape Verde.

Scene 2: Amilcar Cabral mobilizes the black people in Guinea and decides to fight against the colonizers but he is murdered in the fight.

Scene 3: After Amilcar Cabral’s death the other black people go on fighting for independence and two years later they become independent.

List of Characters for Lesson Plan # 2

- **king:** An ambitious Portuguese
- **Tiago** (King's main Servant): An authoritarian man, who leads the trip from Portugal to Cape Verde.
- **João, José and Miguel** (King's servants sent to exploit Cape Verde also): Authoritarian men.
- **Maria, Joana and Catarina:** Black women who involve with José.
- **António:** A black man who defends his culture
- **Santos:** A courageous black man who denounces the situation of blacks in Cape Verde
- **Amilcar Cabral:** A courageous black man who leads the independence movement.
- **Fernando and Pedro:** Black men who participate in the fight against the colonizers.

N.B. The following simulation sample was drafted with ideas from CT2 English language students from Cónego Jacinto High School.

Simulation sample for Lesson Plan # 2

TOPIC: From Slavery to Freedom

Part I – Discovery and Colonization

Scene 1

(Cape Verde 1460 –On the sea)

Diogo Gomes and António da Noli are looking for Cape Verde.

Diogo (looking to the land using binoculars): Look, Noli. I think we have discovered Cape Verde.

Noli: (taking the binoculars): Yes, my friend... you are right. Let's inform the king about our discovery.

(Diogo and Noli return to Portugal to inform the king about their discovery and two years later the king sends some white men to exploit Cape Verde).

Scene 2

(In Portugal at the palace)

King (shouting): Tiago.

Tiago: Yes, Sir.

King: Prepare a ship and some men. You are going to live in Cape Verde... our new colony.

Scene 3

(In Cape Verde two months later)

Portuguese colonizers arrive at Cape Verde bringing some black people who they had captured in African countries during the trip.

João (leaving the ship): What a horrible country!!! It looks like hell. I will never live here.

Tiago (shouting to João): Be quiet, João. What is this? Try to control yourself... you have no choice. This is our King's decision. Don't forget it.

Tiago (shouting to some black people): Hey, ugly people. What are you looking at? Carry these bags... quicklycome on ... come on.
... Tomorrow I want this whole country clean and green. Did you understand me?

(The following days those black people work very hard day and night)

Scene 4

A group of black women is cleaning when José enters the room.

José (to Maria, Joana and Catarina): I want you tonight. I will be on the beach at eight o'clock waiting for you.

Maria: Sir, we are married. We have got our husbands.

José: Who asked you, slave? At eight o'clock on the beach!!! Understood?

(That night José involves with those three black women).

(Four months later)

José is in his office working when Maria, Joana and Catarina enter.

Women: Good morning, Sir.

José (shouting): Who allowed you to enter my office?

Women: We are pregnant, Sir. We are expecting your babies.

José (laughing): My babies??? And what do you want me to do??? To marry you??? Out, out of my office... now. I am a white man ... don't forget this... slaves.

(In a few years there were lots of mulato children in Cape Verde)

Scene 5

(In the hamlet)

A group of black people is singing and dancing "batuque" when Miguel enters.

Miguel (shouting): Stop, stop, stop!!! What is happening here? Where do you think you are? In a jungle? I don't want you singing or dancing like this. Did you understand me? WITCHES!!!

António (to Miguel): Please, Sir. Let us enjoy ourselves. This is our culture.

Miguel (thrusting António aside): Shut up!!! Don't speak "crioulo" to me, Negro... You should speak Portuguese to white people. Otherwise, shut your mouth... animals.

Miguel (laughing, while leaving the hamlet): Culture!!!! They call this rubbish culture. Shame on them!!

Part II- The Independence Process

Scene 1

(In the hamlet)

Santos is displeased with the black people's situation.

Santos (to his people): My people, we cannot go on like this. It is time to do something to change this situation. The colonizers cannot treat us like animals. I know that there is an intelligent black man who is also unhappy with this situation and fighting for our independence. So, let's join our forces and fight against these colonizers.

Black people: You are right, my brother. Let's join our forces and fight against these white people.

(Santos informs Amilcar Cabral about the situation of blacks in Cape Verde)

Scene 2

(In Guinea Bissau)

Amilcar Cabral (to black people): My people... today I received a letter from my brothers in Cape Verde in which they explain how they are being exploited by the colonizers.

They are forbidden to use their own language... So, it is time to join our forces and fight for our freedom.

My brothers and my sisters, let's face the colonizers and conquer our independence.
(One week later the fight begins)

Amilcar Cabral is murdered.

Fernando (crying and shouting to his colleagues): Stop... stop... stop my brothers. We have lost our leader. Cabral is dead!!

Black people: Dead???

(The black people stop fighting and cry desperately around Cabral's body)

Scene 3

(The next day)

Pedro (to his people): My brothers, I know that without Amilcar Cabral we are weaker, but we cannot give up at this moment. So, let's continue fighting for our freedom.

Black people: Yes, you are right Pedro. Let's continue.

(The fight continues and two years later the colonizers proclaim the independence of Cape Verde).

(Cape Verde, July 5th, 1975)

A lot of people are attending the ceremony of the Independence of Cape Verde.

Black people (bringing down the Portuguese flag and hoisting the Capeverdean flag):

Now, we are free ...

(The Capeverdean people celebrate their freedom singing, dancing and shouting):

WE ARE FREE!!!

THE END!!!

CHAPTER IV

Conclusion: Recommendations and Suggestions for Third Cycle English Language Syllabus

I had the idea of working on this topic on February, during my internship in Cónego Jacinto High School.

In that week, I was supposed to teach “Reading Comprehension” on Wednesday and one of my colleagues was supposed to conclude the topic “Drugs” which was being discussed during the previous lessons, with a Simulation, on Friday. I don’t remember exactly why but I asked my colleague to change with me and he accepted.

At first I was a little bit scared about the Simulation activity because:

- It was my first time using that kind of activity in the classroom
- It was difficult for me to prepare a Lesson Plan about the topic
- Students would not have enough time to prepare for oral presentation.

However, on Thursday morning I got the students together and during approximately 30 minutes I gave them a problem to solve, distributed the role cards and asked them to write a simulation about the given problem.

In the afternoon, we met again in order to help them finish the writing process and prepare themselves for oral presentation on the next day morning.

Students' performance was successful.

Through that activity I noticed that there were lots of shy but very good students in that classroom. Therefore, I took advantage of that moment to encourage them to participate in the classroom because their English was very good.

At the feedback session, the supervisor, the support teacher and all my colleagues congratulated me and the students but what really drew my attention was the supervisor's comment which was like this: "Congratulations... I am so glad about students' performance today... I wasn't expecting a complex activity like this.... I was expecting a Role Play but not a Simulation".

That comment made me ask myself: "What is the difference between Role Play and Simulation" and "Why was that a Simulation and not a Role Play?"

That day I went to ISE's library and I spent all afternoon reading a book whose title was "Simulation in Language Teaching". When I came back home I decided to change my Monograph topic from "Teaching Listening in First Cycle" to "Simulation in Third Cycle English Language Teaching".

The next day I informed my supervisor about my decision. I believe that at first she was scared about my decision, may be I would not have enough time to finish my paper on June. Because I was really motivated with that topic I asked her to give me a chance and she did.

Today, through this paper I can conclude that English is a complex subject to teach. Learning English is complex too. But the study of English can be a fascinating, satisfying experience for both teachers and students, because it offers so much scope, gives so much opportunity for the use of imagination and originality, and provides evidences of growth. I believe that the study of English offers the students more opportunity than perhaps any other subject to relate their experience and to use the ideas that they know best and that are important to them.

This paper also concludes that the use of Simulation by EFL teachers, can serve as a viable substitute for traditional instructional materials, while introducing students to various enjoyable ways of learning a foreign language. Such activities can provide students with the opportunity to use their imagination and creativity, and can motivate them to learn English. Shy students are more talkative when playing roles. With the right kind of classroom involvement and teacher encouragement, simulations are highly productive of language and extremely enjoyable for both students and teacher.

Therefore, as a communicative activity, I would like to suggest that the Simulation technique should have a place in the Third Cycle English Language National Syllabus as well the additional topics suggested in Chapter II.

To finish, I would like to say that this paper made me realize that to do a monograph you have to:

- Be motivated
- Enjoy your topic
- Believe in yourself.

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INSTITUTO SUPERIOR DE EDUCAÇÃO

QUESTIONNAIRE

Third Cycle Students' suggestion of topics for this level

The National Syllabus is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent. Topic selection is also very important in a Syllabus. Therefore, the National Syllabus states the following topics for Third Cycle Students:

- English Language: Origin and Evolution;
- English Language Expansion: Sea expansion, Empire expansion and consolidation and Empire decline;
- American Influence after the World War II: Economic power, Political power, Media, Scientific and technological innovations, The social means of communication, and The Pop culture;
- English as a global language

According to the Third Cycle National Syllabus at the end of this cycle students should be able to:

- ❖ Use English language efficiently in their social interaction
- ❖ Use English language as a tool of work and research to extend their knowledge
- ❖ Describe, analyze and evaluate the main history aspects that explain the importance and the role of English language in the world.

❖ **Por favor, responda as seguintes questões.**

1- Qual é a tua opinião sobre os temas propostos pelo Programa Nacional da Língua Inglesa?

2- Acha que estes temas te permitirão atingir todos os objectivos propostos? Porquê?

3- Para além dos temas propostos, que outros temas gostarias de sugerir ao Programa Nacional da Língua Inglesa, para serem discutidos ou dramatizados no 3º Ciclo?

❖ **Please, answer the following questions**

1- What is your opinion about the topics suggested by the National Syllabus?

2- Do you think these topics will enable you to achieve all the objectives proposed by the National Syllabus? Why? Why not?

3- Beside these topics, which more topics would you like to suggest to the National Syllabus, to be discussed/ simulated in the Third Cycle English lessons?

APPENDIX 2 – Questionnaire Results

2. A – Questionnaire Result from “ Escola Secundária Cónego Jacinto”

1- Nº of students interviewed	30
2- Nº of answers received	30
3- Nº of boys’ answers	19
4- Nº of girls’ answers	11
5- Nº of students who gave negative opinion about topics suggested by the National Syllabus and suggested additional topics	19
6- Nº of students who gave positive opinion about topics suggested by the National Syllabus and suggested additional topics	4
7- Nº of students who gave no opinion about topics suggested by the National Syllabus but suggested additional topics	7
8- Nº of additional topics suggested	30
9- Nº of girls’ similar topics suggested	9
10- Nº of boys’ similar topics suggested	15

2. B – Questionnaire Result from “ Escola Secundária de Palmarejo”

1- Nº of students interviewed	30
2- Nº of answers received	30
3- Nº of boys’ answers	8
4- Nº of girls’ answers	22
5- Nº of students who gave negative opinion about topics suggested by the National Syllabus and suggested additional topics	21
6- Nº of students who gave positive opinion about topics suggested by the National Syllabus and suggested additional topics	9
7- Nº of students who gave no opinion about topics suggested by the National Syllabus but suggested additional topics	0
8- Nº of additional topics suggested	30
9- Nº of girls’ similar topics suggested	17
10- Nº of boys’ similar topics suggested	6

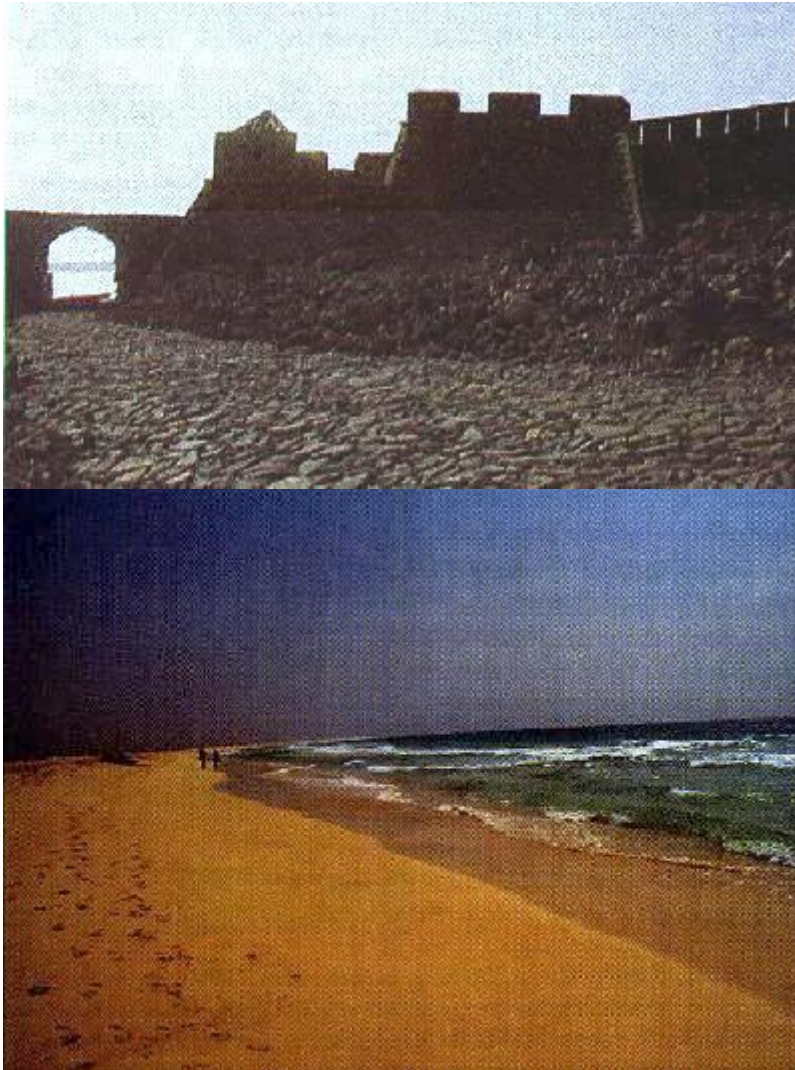
2 C – Questionnaire Result from “ Escola Secundária Amor de Deus”

1- N° of students interviewed	30
2- N° of answers received	30
3- N° of boys’ answers	13
4- N° of girls’ answers	17
5- N° of students who gave negative opinion about topics suggested by the National Syllabus and suggested additional topics	15
6- N° of students who gave positive opinion about topics suggested by the National Syllabus and suggested additional topics	6
7- N° of students who gave no opinion about topics suggested by the National Syllabus but suggested additional topics	9
8- N° of additional topics suggested	30
9- N° of girls’ similar topics suggested	10
10- N° of boys’ similar topics suggested	11

2.D– Total Questionnaire Results

1- Total n° of students interviewed	90
2- Total n° of answers received	90
3- Total n° of boys’ answers	40
4- Total n° of girls’ answers	50
5- Total n° of students who gave negative opinion about topics suggested by the National Syllabus and suggested additional topics	55
6- Total n° of students who gave positive opinion about topics suggested by the National Syllabus and suggested additional topics	19
7- Total n° of students who gave no opinion about topics suggested by the National Syllabus but suggested additional topics	16
8- Total n° of additional topics suggested	90
9- Total n° of girls’ similar topics suggested	36
10- Total n° of boys’ similar topics suggested	32

CAPE VERDE



At the cross-road of the three continents that border the Atlantic, there is an obligatory stop in the middle of the ocean, the Archipelago of Cape Verde. Located 450 km off the coast of Senegal, it is composed of 10 islands and 8 islets. Of volcanic origin and positioned between parallels 15 and 17 of the North latitude, Cape Verde is made up of two distinctly different types of islands. Its six inhabited islands, located more to the West, are characterised by their mountainous landscapes, whereas the remaining three are distinguished by their long sandy beaches.

The islands are divided into two groups named according to the trade winds that reach them from the African Continent: windward and leeward.

The first group consists of the islands of [Santo Antão](#), [S.Vicente](#), Santa Luzia , [S.Nicolau](#), [Sal](#), [Boavista](#), and the second, more to the South,

comprises the islands of [Maio](#), [Santiago](#), [Fogo](#) and [Brava](#). The sun spreads its warmth the whole year round, soothed by the fresh sea breeze. The climate is tropical and dry. The average temperature is approximately 25°C and changes do not exceed 10°C.

With vast beaches that allow for all types of water sports, impressive mountains, high quality fish, various types of delicious food and the melodious beauty of its music all distinguish Cape Verde as an exciting tourist destination.

Where politics are, the country is known for its stability and absence of any type of conflict. Because it is strongly influenced by Western culture, the people are mainly Christian and the majority of these are Catholic.

With a total land area of 4,033 km Cape Verde is one of the five Atlantic Archipelagos of the Macaronésia. The others are Azores, Madeira, the Canary Islands and the Savage Isles.

A little about its History

In 1460, at the beginning of their adventurous discoveries, navigators in the service of the Portuguese Crown, landed in Cape Verde. Although there is no actual proof, there are indications that the Romans and the Carthaginians were aware of the existence of the Archipelago. It is also speculated that in the XII century, Arab seafarers may have reached the then uninhabited islands.

Two years after its discovery, the islands of the Archipelago were colonized and, soon after, Cape Verde developed a largely half – blood population with its own unique culture that had been influenced by many other countries. Free Europeans and slaves of the African coast intermarried to form their own way of life and their own dialect - the "Creole". Together these formed the roots of the country's culture. Consequently, side by side, there can be found the large wooden pestle and the European stone grinder, the drumming sound of characteristic of the African dances and the sound of the Portuguese triangle as well as the West African game “uril” which is played by everyone.

80 per cent of the population is half - blood, 17 per cent black and 3 per cent white. Little by little Cape Verde formed its cultural identity and then began to search for its own political identity. They finally obtained this with the National Independence, on the 5th of July 1975 after a long fight for the national liberation.

On the 13th January, 1991, they finally settled upon the multi-party system with all the institutions of modern democracy. Today, Cape Verde is a rapidly developing country that enjoys peace and social stability.

Education

The literacy rate in Cape Verde is about 70 percent, and the demand for primary and secondary education is 85 percent and 48 percent, respectively. Most professionals are college graduates with degrees from European and American universities. Total investment in education accounted for 12 percent of the country's estimated budget for the period 1992-1995.

Redefining the Role of the Teacher

By [Judith Tack Lanier](#)

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Credit: Mark Ulriksen

Imagine a school where teaching is considered to be a profession rather than a trade. The role of teachers in a child's education -- and in American culture -- has fundamentally changed. Teaching differs from the old "show-and-tell" practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting.

Instruction doesn't consist primarily of lecturing to students who sit in rows at desks, dutifully listening and recording what they hear, but, rather, offers every child a rich, rewarding, and unique learning experience. The educational environment isn't confined to the classroom but, instead, extends into the home and the community and around the world. Information isn't bound primarily in books; it's available everywhere in bits and bytes.

Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures -- they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation.

Today, the seeds of such a dramatic transformation in education are being planted. Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools nationwide are slowly but surely restructuring themselves.

Leading the way are thousands of teachers who are rethinking every part of their jobs -- their relationship with students, colleagues, and the community; the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students.

New Relationships and Practices

Traditionally, teaching was a combination of information-dispensing, custodial child care and sorting out academically inclined students from others. The underlying model for schools was an education factory in which adults, paid hourly or daily wages, kept like-aged youngsters sitting still for standardized lessons and tests.

Teachers were told what, when, and how to teach. They were required to educate every student in exactly the same way and were not held responsible when many failed to learn. They were expected to teach using the same methods as past generations, and any deviation from traditional practices was discouraged by supervisors or prohibited by myriad education laws and regulations. Thus, many teachers simply stood in front of the class and delivered the same lessons year after year, growing grey and weary of not being allowed to change what they were doing.

Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They understand that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

This attention to personal qualities is all the more important as America continues to become the most pluralistic nation on Earth. Teachers have to be committed to relating to youngsters of many cultures, including those young people who, with traditional teaching, might have dropped out -- or have been forced out -- of the education system.

Their job is to counsel students as they grow and mature -- helping them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society.

They must be prepared and permitted to intervene at any time and in any way to make sure learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning.

In practice, this new relationship between teachers and students takes the form of a different concept of instruction. Tuning in to how students really learn prompts many teachers to reject teaching that is primarily lecture based in favour of instruction that challenges students to take an active role in learning.

They no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

The most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures. They know that in order to get

students to truly take responsibility for their own education, the curriculum must relate to their lives, learning activities must engage their natural curiosity, and assessments must measure real accomplishments and be an integral part of learning.

Students work harder when teachers give them a role in determining the form and content of their schooling -- helping them create their own learning plans and deciding the ways in which they will demonstrate that they have, in fact, learned what they agreed to learn.

The day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards. The result is that the abstract, inert knowledge that students used to memorize from dusty textbooks comes alive as they participate in the creation and extension of new knowledge.

New Tools and Environments

One of the most powerful forces changing teachers' and students' roles in education is new technology. The old model of instruction was predicated on information scarcity. Teachers and their books were information oracles, spreading knowledge to a population with few other ways to get it.

But today's world is awash in information from a multitude of print and electronic sources. The fundamental job of teaching is no longer to distribute facts but to help children learn how to use them by developing their abilities to think critically, solve problems, make informed judgments, and create knowledge that benefits both the students and society. Freed from the responsibility of being primary information providers, teachers have more time to spend working one-on-one or with small groups of students.

Recasting the relationship between students and teachers demands that the structure of school changes as well. Though it is still the norm in many places to isolate teachers in cinderblock rooms with age-graded pupils who rotate through classes every hour throughout a semester -- or every year, in the case of elementary school -- this paradigm is being abandoned in more and more schools that want to give teachers the time, space, and support to do their jobs.

Extended instructional periods and school days, as well as reorganized yearly schedules, are all being tried as ways to avoid chopping learning into often arbitrary chunks based on limited time. Also, rather than inflexibly group students in grades by age, many schools feature mixed-aged classes in which students spend two or more years with the same teachers.

In addition, ability groups, from which those judged less talented can rarely break free, are being challenged by recognition that current standardized tests do not measure many abilities or take into account the different ways people learn best.

One of the most important innovations in instructional organization is team teaching, in which two or more educators share responsibility for a group of students. This means that an individual teacher no longer has to be all things to all students. This approach allows teachers to apply their strengths, interests, skills, and abilities to the greatest effect, knowing that children won't suffer from their weaknesses, because there's someone with a different set of abilities to back them up.

To truly professionalize teaching, in fact, we need to further differentiate the roles a teacher might fill. Just as a good law firm has a mix of associates, junior partners, and senior partners, schools should have a greater mix of teachers who have appropriate levels of responsibility based on their abilities and experience levels. Also, just as much of a lawyer's work occurs outside the courtroom, so, too, should we recognize that much of a teacher's work is done outside the classroom.

New Professional Responsibilities

Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect America's children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better-educated students. But though the roots of such improvement are taking hold in today's schools, they need continued nurturing to grow and truly transform America's learning landscape. The rest of us -- politicians and parents, superintendents and school board members, employers and education school faculty -- must also be willing to rethink our roles in education to give teachers the support, freedom, and trust they need to do the essential job of educating our children.

Role of the Teacher

Moiz Amjad

Translated by Nadir Aqueel Ansari

Every society has an established set of virtues and vices and it takes conscious and unconscious measures at various levels to promote the virtues and eliminate the vices. Sometimes a society may face a crisis of values in which the values are at odds with one another or the values suffer from double standards. In that eventuality, the people reflect contradictions in their actions and in the morality they profess. The people are seen violating the values they hold sacred in their sermons and lectures. Such an atmosphere is hazardous for the immature and sensitive young people who react and suffer from mental confusion and are led to believe that there are certain values to be paid lip service only, whereas the practical needs of life demand an altogether different set of values.

In the past, parents and teachers used to make the best of their efforts to provide an atmosphere to their children which is congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for their children. Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. Obviously, the moral and religious training of the child has gradually been ousted from the preview of education. The system of private tuition among the students and teachers is also endemic. Now the students tend to consider their teacher as their servant, rather than their mentor or reformer. The net result of all this deterioration is that the value system of our society has fallen into oblivion, which we had to transfer to the next generation for the preservation of our religious and national identity.

In Muslim history, teachers have not only distinguished themselves by their profundity in knowledge and research, but also because of their character, piety and abstinence from immoral acts. Throughout their history, Muslims have refused to except the authority of any pervert or debauch as a religious scholar and teacher. We have always attached importance to the character, nobility and conformity of belief and action. In the Islamic view of education, instruction of sciences cannot be divorced from moral and ethical training. It is again a contribution of the modern age that character building has been totally dissociated from education. That is why our system is producing an educated but characterless generation.

It is a fact that a civilization cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on these principles and concepts. Once the practical aspect is gone, the civilization also disappears and can only be studied through its remnants preserved in museums and chronicles. This necessitates the providing of an Islamic atmosphere

throbbing with life in our education institutions, with a view to infuse confidence in our students and to enable them to be proud of their culture, to respect their national character and national emblems, and to ornament themselves with Islamic conduct and morals. They should stand firm on the centuries old foundations of their cultural tradition and at the same time should establish standards of excellence in their academic performance.

We should try to build up a strong character in our students right from the beginning, and they should learn to act in accordance with what they profess, to follow what they consider the appropriate path, to carry out their due role in the society, to adopt what they find good and to avoid what they think is morally wrong. It is imperative for us to cultivate human virtues in our students from the primary level of their education and training. For instance the promotion of punctuality, truth, hard work, honesty, simplicity, hygiene, etiquette, patriotism, mutual love and sincerity, social and civic sense, obedience to law, tolerance and other desirable virtues should be the hall mark of an Islamic education system.

Parents and teachers have to play a cardinal role in the building up of the character of the next generation. The teacher's role is particularly important and has been compared with that of the prophets. Every prophet is essentially a teacher. On more than one occasion, Providence has changed the fate of nations through effective and well directed teaching. This profession is so important and so sacrosanct that the Holy Prophet (sws) proudly declared it to be a prominent part of his personality and prophethood. If a teacher realizes the significance of his job, the tremendous responsibility he is shouldering, the share he has in the future development of the nation, and consequently the accountability he will have to face in the Hereafter, he will at once shudder with the idea of facing the grave consequences of any dereliction on his part.

No other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal. He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers.

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What is the role of a Teacher?

Schools are one of the first places where kid's behaviour and future educational success is shaped. Teachers are carriers of either positive or negative behaviour toward students. The reason why the first years of school are so critical is because kids learn the base of their educational life. I believe that teachers must love their career in order for them to pass enthusiasm, to assist, and to provide a warm environment to the students. In my opinion teachers are the second mothers for the students because students spend a lot of time with their teachers. At the same time I believe a real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand they become experts on the field. We know that mothers look the best for their kids and one of their goals is to raise their kids so they can become professionals and pioneers for the society. Some of the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

There are all types of teachers some are better than others. Through my life I had some professors who were well prepared and some who were not. I had some teachers who just came into the class and started teaching. They did not get involved with the students. I rarely talked to them. Those teachers did not show any concern about what the students were feeling. One way for a teacher to get students involved in the classroom is to ask them questions. I remembered there were some students at the class that were shy including me who did not have the chance to get involved in the class or to participate. Therefore, I believe the way students act depends on the teacher's attitude. That is why I strongly recommend all teachers to invite the student to participate in the class. It is very important that teachers encourage students because students will benefit from it.

A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy or feels anger, it will be spread among children because the attitudes of the teacher get contagious. If the teacher laughs, students also laugh, why? Because teachers are responsible for the social behaviour in the classroom. If something goes wrong the only responsible is the teacher even if it was not their fault.

The teacher must create a warm and protective environment but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware of. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first days most of the students are afraid of the teacher because they do not know how the teacher's personality is. It will change until the point that the teacher and students discover to have common hobbies with each other.

I think that school is a place where one goes to learn but I also believe that there should be times where fun is a necessity. That is why I think that a teacher should also have fun with the students. Kids learn faster when they feel attracted to an exciting lesson. Teachers must not forget that kids get bored fast that is why creative lessons must be planned ahead. There should be interest in what people want to learn says Mr. Spayde in his article “Learning the Key of Life” (59-62).

I believe a teacher should also be someone who guides student rather than someone who is a totalitarian in the classroom. The teacher needs to show respect toward the students so the students also respect the teacher. Teacher must not forget that s/he teaches to different students who bring different traditions and customs because the students come from different backgrounds. “One of the keys that is useful for teachers is to understand and accept the way students are acting the way Thomas says in his article “The Mind of Man” (120-124) Therefore, teachers need to create a curriculum that guides students to a path of success. Consequently, they need to receive guiding depending on their students need.

Sometimes, the teacher’s caring attitudes could have a long positive or negative influence on students. Student’s self-esteem could be lifted up because it could create ambitions in their minds for future academic success. As Mike Rose explains in “Lives in Boundaries” that an educator must be an open mind person that must respect the students diversity and give love and caring attitudes toward students. I believe that is crucial to make students believe in themselves. One of the roles that a teacher carries is to encourage students in the issues that bother them about school in their personal life. It could make a big difference in the student’s life if he/she is lifted up to keep going and to not let anything put us down. Psychologically, students could be affected if they have problems with their teachers. One of the results could be that students will avoid going to school. As professional teachers, we do not want any conflict with the students.

Sometimes, the behaviour of students demonstrates that something is not going right. Therefore, I think teachers must pay attention to any suspicious things that could bother the student. As teacher is our responsibility to find out what is going on with the students in the classroom. Kids deep in their hearts feel that teachers could help them but sometimes they are afraid to ask the teacher. This issue that I see almost everyday at the school where I work as a teacher’s assistance. The students prefer to talk to their friends about their problems and sometimes teachers are the last person to find out about the problem. Sometimes is the teacher’s fault that students do not seek his/her help because sometimes the teachers do not form a bond of communication. The teachers must let students know how she feels when students do not trust her maybe it would help students to change their minds about telling the teacher his/her problem. One of the teachers that I work with is one of these persons. Students do not seek for her help but they rather look for my help instead. I help them in everything I can but sometimes it gets really hard for me to know what to do. I believe that she is with her students. I do not see that she has a connection with the students.

I believe that teachers need to think about what are the students feeling. As teachers, one good way to do this is to look back in our school years and remembered what we went through when we were students. We will realize that

most of the kids have problems with their teachers. I do not believe that there are students who have not encounter a problem with the teacher. Therefore, I do not think there is a perfect relationship between teachers and students because the relationship of teachers and students is perfect. Therefore, teacher's priority should only be the benefit of the student's feelings.

Often, there is a debate about if a teacher should be a role model for students. Teachers are respect by society because they are view as knowledgeable about different subjects of school. I believe that even if teachers do not like to be point out as being role models I certainly think they are. Teachers have the qualities to be or become role models for students. Why? Because most teachers respect, love, care, instruct, and guide their students to become a successful person. Students view teacher as being wise therefore they look up for them. Students know that if they need something they just need to ask them. Kids learn from every lesson the teacher gives. Therefore, I believe that a teacher have an enormous responsibility on his/her actions. Even if teachers are considered to be role models I believe they still make mistakes. It is normal to make mistakes because is our nature of being humans. At the same time, students should not look to their teacher to copy them but rather to compare and to see the mistakes to not do them in our lives. Students should concentrate in doing their work and being proud of the way they are.

All teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. But before that happen a teacher needs to be well prepared in order that the students receive the best treat. It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. The future education success of the students depends on their first years. It's never late to star a bound of a relationship between teacher and students. Consequently, the contact of the students with the teacher is an everyday act. Even though, there will be some days in which students will have inappropriate but other days where there will not be a problem at all. As humans, sometimes teachers do things that are not correct however we always have another chance to do it better. In conclusion, I strongly believe that teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success. The only who gets the benefits are the students and sometimes it could be a negative or positive. Throughout my life I have learned valuable lessons from great teachers but I also had negative impact in my life as well.

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CAPE VERDE - OVERVIEW

The Cape Verde (or Cabo Verde) Islands are known officially as the Republic of Cape Verde. The islands lie approximately 320 miles (515 kilometers) off the west coast of Senegal, the westernmost country on the African continent. The republic consists of ten islands, nine of which are inhabited, and five islets in the Atlantic Ocean. These islands and islets cover an area of 1,557 square miles (4,033 square kilometers) and are also referred to as the Cape Verde Archipelago. The term archipelago indicates a chain of islands within a particular area. The islands form two clusters, the Windward Islands and the Leeward Islands, relating to their position to the northeast wind. Windward refers to the islands on the side from which the wind blows. Leeward refers to those opposite the wind. The Windward Islands are: Santa Antão, Sao Vicente, Santa Luzia, Sao Nicolau, Sal and Boa vista, and the islets of Branco and Razo. The Leeward Islands are Maio, Sao Tiago, Fogo and Brava, and the three Rombo islets. The climate of the Cape Verde islands is mild, and the humidity is low. The clean and beautiful beaches and low crime were factors that promoted increased tourism to the islands by the end of the twentieth century.

The geography of the Republic of Cape Verde is an important key to understanding the Cape Verdean people and their culture. Discovered by the Portuguese around 1455, these volcanic islands have been plagued for centuries by recurrent droughts. The last major drought ended in 1985, following 12 dry years. In a country that relies primarily on agriculture for its livelihood, only ten percent of its land is suitable for growing. Seven percent of its land is used for cattle grazing. With overgrazing and extended droughts, the land resembles the barren coast of New England, rather than an exotic landscape of the Tropics. When droughts occur, the vegetation in the mountainous valleys is supplied with water from underground. But dry winds during these periods leave much of the topsoil washed away and when rain does come, no seeds will have been planted.

In 1990, the Republic of the Cape Verde Islands had an estimated population of 339,000. However, more than half of Cape Verdean citizens lived abroad due to poor working conditions in their homeland. The majority of those inhabited the north eastern United States, primarily Massachusetts and Rhode Island. More than two-thirds of Cape Verdean population ancestry is Creole, descended from the intermarriages between the Portuguese settlers and black Africans. The majority of the population practices Roman Catholicism, although other churches have gained a foothold in the islands. The predominant Protestant group in the Cape Verdean islands is the American Nazarene Church and other large groups include the Baptists and Adventists. *Animist* customs, which are beliefs rooted in a spiritual presence outside the physical realm, and beliefs in spirits and demons, are not uncommon among Cape Verdeans, even those who practice one of the mainstream religions. The flag of the Republic of Cape Verde contains a circle of ten stars to the left of center, around two colors of stripes on either side—one narrow red stripe in the center between two wider white stripes, all under a deep blue background.

HISTORY

The name Cape Verde means green cape, an ironic description of these dry and mountainous islands. In the middle of the fifteenth century, before Queen Isabel of Spain sent an Italian, Christopher Columbus, to discover a new route to the east, Portugal was engaged in colonial expansion. The dates regarding the exact time that Portuguese explorer Diogo Gomes and Genovese Antonio di Noli (working for the Portuguese king) discovered the Cape Verdean Islands varies. One source suggests that they landed on the unpopulated islands as early as 1455. Other Portuguese historians maintain that they were discovered over the course of two voyages between 1460 and 1462. The navigators reportedly saw the first islands, Sao Tiago, or Santiago, (Portuguese for James) S. Felipe (Portuguese for Philip) and Maio, or Mayo, in honor of the feast of Saints Philip and James, the day of their discovery. Two years later, they were believed to have completed their discovery of the seven other islands. Oral traditions passed down through the centuries among the Portuguese and the Cape Verdeans indicate that the islands were not always uninhabited. According to these stories, Sao Tiago was inhabited by Wolofs, natives of Senegal and Gambia, both west African coastal nations; and that Sal was inhabited by Lebu, Serer, the Felup. These groups were also native to the African continent.

In June of 1466, King Alfonso of Portugal (1432 to 1481) developed a proposal to make settling in the Cape Verde Islands more attractive. He granted a Charter of Privileges and placed his brother Fernando as owner, and gave him jurisdiction over all inhabitants in civil and criminal matters. These inhabitants may have been any of the following groups: Moors, or Mauritians of mixed Arab and Berber descent who lived in northwest Africa, some of whom had invaded and occupied Spain in the eighth century; Blacks, from the African continent; or Whites, settlers from Europe. This charter allowed the settlers to organize the slave trade off the African coast, providing both for the development of the islands themselves, as well as for the expanding slave markets in Brazil and the West Indies of the Caribbean. The scarcity of European women inhabiting the island ultimately led to the coupling of the Portuguese male settlers with the native Africans, and mixed blood emerged into over 90 percent of the population. This intermingling of bloodlines often set Cape Verdean islanders and their descendants apart from being considered solely African; or, in the instance of emigrants to America, as African-Americans.

The poor growing conditions on the islands created difficulties for the Portuguese. They were used to harvesting and eating grains that could not grow on the Cape Verdean landscape. The Portuguese brought maize, or corn, from Brazil, and established it as the islands' main crop. Urzela, a natural substance used in dyes, was another imported crop. Many of the African slaves brought to Cape Verde were expert weavers, and wove the cotton into intricately patterned materials for use in clothing and household goods. All of the work done to cultivate the land in the Cape Verde Islands during the centuries of Portuguese occupation was done for Portugal, as produce was returned to the mother country. This was to detriment of the local natives, particularly the slaves who had been imported from mainland Africa.

The Europeans who did stay in the islands settled in the most fertile areas. Sao Tiago, the largest island, was divided into feudal estates, which was the system of land division in Europe. Feudal estates were passed down from one generation to the next, father to

son, and were worked by tenant farmers. These tenant farmers often lived grim and bleak existences. Working the land, especially in the difficult soil of the Cape Verde Islands was tedious, at best. Although they were not considered slaves, tenant farmers never gained the right to own the land they farmed. They only subsisted on what was left after they paid taxes to the landlord

Portugal, like the Britain's settlement of Australia with criminals, sent *degradedos*, or convicts, to settle the Cape Verde Islands. This practice continued on a regular basis until 1882. Escaping persecution in Portugal, many Jewish people, especially men, also settled in the Cape Verde Islands. Despite the fact that many Jews had converted to Christianity in Medieval Europe, they were persecuted due to racial discrimination, not simply religion. Jews who were expelled from Spain and Portugal at the time that exploration to the New World began often left robbed of their money and their possessions. In fact, much of the wealth Queen Isabel of Spain used to finance Christopher Columbus' voyage was confiscated from persecuted Jews. But these were not the only deplorable practices that Portugal engaged in. The slavery that brought good prices in their early trade of Africans and deportation to the Caribbean, and Brazil, brought better prices once the slaves of Cape Verde Islands had learned to speak the common tongue of their captors. Thus, Portugal doubled their profit.

After years of living on the islands, the population began to understand that the droughts occurred in cycles. Two major droughts occurred in the sixteenth century, the first in 1549, and the second from 1580 to 1583. Moreover, a harsh and severe famine occurred during the latter drought. Reports of another drought, from 1609 to 1611, indicated that while the rich had food, the poor, both slave and non-slave, did not and many perished from prolonged periods of starvation. By the middle of the seventeenth century, a significant proportion of the white settlers decided to abandon the islands. This, along with the recurring droughts, brought a decline in the export economy. Eventually, the Portuguese governing monarchy permitted slave ships in transit from Africa to the Americas to pay their customs fees before they left the coast of mainland Africa, instead of stopping by the Cape Verde Islands to do so. Consequently, the city of Ribeira Grande became easy prey for pirates. It was pushed into ruin by neglect and abandonment, and Praia became the new capital. This location afforded a natural fortress to protect it from roving marauders and pirates in search of valuable goods. Illegal trade brought the only consistent source of revenue, as Portuguese trade laws restricted trade with foreigners.

From 1696 to 1785, famines increased, even when the droughts were not as severe, due to mismanagement of the charter companies employed by the monarchy. Managers of the land did not store food during more fertile periods and during the famine of 1773 to 1775, some inhabitants became so desperate to leave the island that they sold themselves into slavery to foreign ships. Other slaves took advantage of the chaos that often occurred during pirate attacks, and escaped to the distant countryside, settling down to farm the land for themselves. Because these people were scattered and isolated from each other, they were unable to unite and attempt to take control of their fate.

Another brutal famine during the early 1830s killed an estimated one third of the population. An uprising in 1835 killed even more people. Soldiers at Praia, most recruited from the Azores, began the uprising. The Azores, a group of islands in the north Atlantic that lie west of Portugal's mainland, were also part of the Portuguese

empire. The uprising resulted in the slaughter of many officials. Thwarted in their attempt to take over the government, the insurrectionist leaders were hanged. When another uprising occurred at Achada Falcão, ancestral home of twentieth century political leader, Amílcar Cabral, its attempts also failed, as were many others. The United States was aware of news reports of the famines of 1830 to 1833, and another in 1856. While the Portuguese government and public in Lisbon offered nothing in assistance, the people of Boston and New York sent money and food —11 ships worth of food went out from New York alone in 1856—to alleviate the suffering of the Cape Verdeans.